

Project Management Plan for PMBP Curriculum Initiative



19 March 2001

Project Management Plan Acceptance Form

I have reviewed this document and certify that it contains accurate content. I recommend that this content form the basis for the *PMBP Curriculum Initiative Project Management Plan*.

<i>Signature</i>	<i>Date</i>	<i>Comments</i>
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Project Management Plan for PMBP Curriculum Initiative

1.0 Project Mission

The purpose of the Project Management Business Process (PMBP) Curriculum Initiative is to develop a curriculum that continues to nurture project management as the business process within the Corps of Engineers and to guide an individual or an organization in the progressive development of those skills associated with the PMBP.

This project develops a competency-based curriculum to assist USACE in its continuous development as a client-focused, team-based, learning organization through effective implementation of the project management business process. Key to the PMBP success is creating a workplace environment that enables effective teamwork. Creating this environment involves continuously examining how we do our work, applying what we learn, and making appropriate changes in our culture, as well as our business processes. Changes in culture require us to reflect upon and make appropriate changes in our beliefs, role relationships, behaviors, and attitudes. The PMBP curriculum provides a means for developing the team culture that is the heart of the PMBP. This curriculum applies to every member of our workforce.

The PMBP curriculum provides a structured approach for developing a workforce that can achieve the Corps strategic vision as well as assures the success of our strategic clients, sponsors, and partners. A Project Delivery Team, comprised of a Project Manager and team members, will model the PMBP in the course of designing, delivering, and implementing this curriculum, with focus on the clients, sponsors, and partners. This team will utilize the Project Management Plan to produce project deliverables.

2.0 Critical Assumptions

The PMBP curriculum development will be executed with the following assumptions, critical to the success of the project:

- The PMBP Curriculum Initiative will serve to bring about a cultural change. It is not just a training program. It impacts each person in the Corps.
- Training is a one-time, dependent event. Learning is a continual, independent process. The intent of the Corps is to nurture a learning organization.
- Resource support will be available, when needed, throughout the curriculum initiative.
- All levels of leadership throughout the Corps will support and implement this curriculum, as well as perform the role of mentor to the PDT.
- The role of the supervisor is changing significantly away from provider of products and toward developer and provider of resources to the Project Delivery Teams.
- This curriculum will form an integral part and will facilitate the development by the team member and his/her supervisor of Individual Development Plans.
- Learning is the mutual responsibility of the organization and the employee.
- The USACE Corporate Business Process Engineering Regulation will be approved by 31 March 2001.
- Sufficient funds will be available to complete this work, in accordance with the baseline schedule.
- This curriculum will be developed with consideration of P2 development efforts and policy.
- This curriculum will be developed with consideration of Corporate Business Process development efforts and policy.

3.0 Scope of Work

The PMBP Curriculum initiative involves the design, development, and delivery of learning events in support of the PMBP business process, as well as the quick and economical implementation of this curriculum throughout the work force. A number of learning and support methods will be used. Methods include self-paced learning via CD-ROM and the Internet, small group discussions, mentoring and coaching, classroom training, or a combination of these methods. The four specific learning events delivered by this initiative are described in the following graphic and text. Implementation plans for each learning event are presented later in this plan.



- **Self-Study.** Self-Study consists of a series of modules available on CD-ROM and Internet that deal with fundamental information (e.g., pertinent background, concepts, definitions, and references to related regulations and policies), specific issues or events. The materials will be designed as stand-alone pieces that will provide the employee with information about the PMBP on an as-needed basis.
- **Small Group Discussion.** Small Group Discussions serve as the backbone of the PMBP Curriculum implementation by reinforcing key learning points of the self-study during team dialogues. Small Group Discussion Guides will be developed for use as a tool for facilitators in guiding these discussions. Facilitators will receive training on basic facilitation skills. An orientation program for facilitators will provide specifics on supporting the PMBP.
- **Mentoring and Coaching.** Mentoring and Coaching by managers, supervisors, more experienced team members, or others serve as a continual and critical form of support throughout implementation of the PMBP Curriculum. Mentoring and Coaching provide teams and individual members with insights about expectations, success criteria, and immediate expert assistance with a problem or situation. Mentors from senior leadership in Headquarters and in each District and Division throughout the Corps will complete a formal mentoring training program that focuses on the process of mentoring. An orientation program for mentors will provide specifics on supporting the PMBP.
- **Formal Training Program.** Formal Training will be identified from a variety of sources to support and enhance the Self-Study curriculum components, in accordance with IDPs. Recommended formal training will be identified during the development of individual self-study components. It is not the intent of this initiative to develop any formal classroom training.

A roadmap displaying the planned Self-Study and parallel Small Group Discussion Guide components of the curriculum is included in this plan as *Attachment 1, Curriculum Map*.

4.0 Work Breakdown Structure

The PMBP Work Breakdown Structure (WBS) has been detailed to the sixth level.

- *Level 1* is the PMBP Curriculum Initiative project
- *Level 2* is comprised of the six major components of the project: Self-Study, Small Group Discussion Guides, Mentoring, Formal Training, Communications Plan, Implementation Plan, and Maintenance Plan
- *Level 3* specifies the individual courses, containing self-study and small group discussion components
- *Level 4* of the WBS describes the content topic segments within each course (modules).
- *Level 5* defines the performance phases required for each module
- *Level 6* describes the individual tasks and deliverables for each phase

The *Work Breakdown Structure* is shown in *Attachment 2* to this Plan.

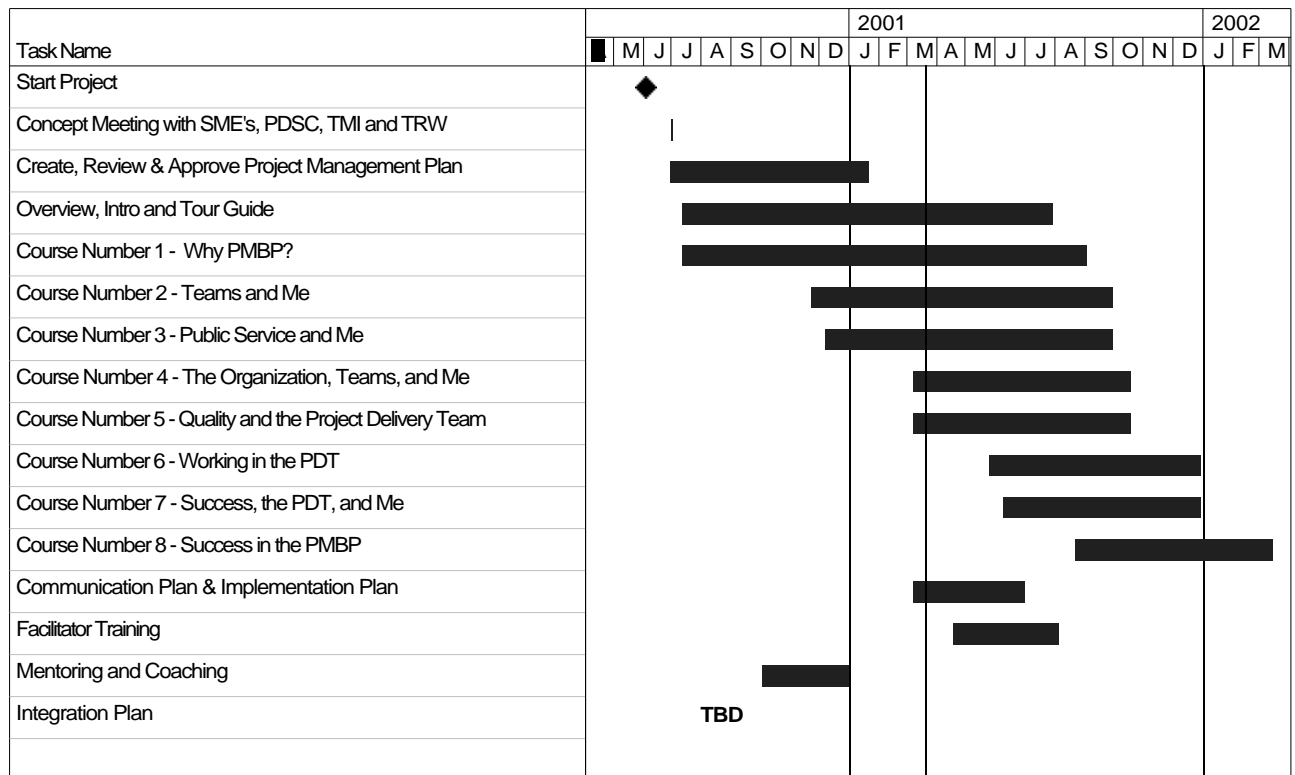
5.0 Roles and Responsibilities

The PMBP Project Delivery Team is responsible for designing, developing, and delivering the curriculum components. Specific roles and tasks performed by team members are described in *Attachment 3, PMBP Project Delivery Team Roles and Responsibilities*.

The *Responsibility Assignment Matrix* identifies the planned activities in each major phase of the PMBP Curriculum Initiative, the participants and their roles, and in which phase of the project these participants will have responsibilities. The *Responsibility Assignment Matrix* is *Attachment 4* to this Plan.

6.0 Schedules, Milestones, Resource Requirements

6.1 Schedules. A top-level overview of the PMBP curriculum schedule follows. The full curriculum schedule of project deliverables is provided as *Attachment 5, Project Schedule*, to this Plan.



6.2 Milestones. Key milestones, described below, are detailed in *Attachments 2 and 5*

- Design Document, detailing the purpose, objectives, outline of all module components, and media used within a course
- Draft script for CD audio and video pieces and draft Word content for Web pieces
- Video for CD and Web module content
- Final CD and Web modules

6.3 Resource Requirements. Resource requirements are provide in the reports, described below, which will be updated and posted monthly as PDF files. Select the link below to review current reports.

- Earned Value Summary, page 1-2: This tabular report summarizes by course the budget, the costs to date, the percent complete, and the earned value. This report also lists by course the associated cost and schedule variances. An earned value graphic is also presented for the entire project.
- Summary Schedule, page 3: This Gantt chart is a graphical summary for the entire project. There are 3 phases listed for each course. This chart details the overall start and finish dates for each top-level phase of the project and overall for the program.
- Two-Month Look-a-head Schedule, page 4: This Gantt chart is a detailed graphical representation of all the activities, listed by course that are expected to occur within the next two months. The expected start and finish date is listed for each line item.

[Resource Requirements review](#)

7.0 Performance Measurement

Metrics for performance measurement will be established at two levels.

1. Planned completion dates for the primary milestones associated with individual course planning and development have been established by the Project Delivery Team and are reflected at *Level 5* of the *Work Breakdown Structure*, as shown in *Attachment 2*. Actual or revised completion dates will be reviewed monthly by the Project Delivery Team to assess program progress. Resources used to date and planned for the duration of the program will also be reviewed monthly.
2. Assessment will be made weekly by the Curriculum Development (CD) Manager, using the metric established, by dividing the number of milestones actually completed by the assessment date by the number scheduled to be completed, with the goal being that this metric does not fall below 90%. If performance falls below this level, the Project Manager will take appropriate steps to rectify the situation or will make adjustments or interventions as needed to maintain the integrity, quality, and schedule of the project. The CD Manager will identify the schedule exceptions weekly for the Project Manager, with a recovery plan that identifies needed assistance from the Project Delivery Team. The CD Manager will also maintain detailed schedules at *Level 5* of the *Work Breakdown Structure*.

8.0 Acquisition Plan

Current planning is to acquire development support from contractors presently providing training development support to the USACE through the PDSC. Tec-Masters, Inc. will generate CD and video content. TRW Inc. will provide Web-based content. Acquisition of additional contractor support will be obtained via a GSA Schedule contract. Contractors will also provide additional support for the Communications Plan. Consultant services will be procured as necessary to provide unique and specialized content for the PMBP Curriculum.

9.0 Risk Management

Risk will be minimized through the use of the schedules, metrics, and assignment of specific responsibilities to the Project Delivery Team. Regularly scheduled status review sessions (weekly with Project Manager, monthly with other Project Delivery Team members) will identify issues and problems that cause risk for the program.

Potential areas of risk include priority conflicts resulting in non-availability of SMEs or extended review times resulting in schedule delays, and delays resulting from inability of SMEs and content developers to create necessary curriculum content. Regular reviews will assess problems of this nature and establish workarounds to include:

- Identification of SMEs to serve as backup
- Shifting of scheduled events to accommodate non-available SMEs
- Reallocation of resources to problem areas
- Use of consultants for specialized topic areas.

The estimated schedule, reflected in *Level 5 of Attachment 2, Work Breakdown Structure* and in *Attachment 5, Project Schedule*, has no contingency built in. Contingencies to manage financial risk have been incorporated into the cost estimates for each course.

10.0 Change Management Process

The Project Manager, upon consultation with other members of the Project Delivery Team, can initiate and approve program and schedule changes. On-going analysis throughout the life of the project will evaluate impacts to quality, cost, scheduling, and scope. The process for managing change resulting from one of these factors is as follows.

1. A change proposal is presented to the PM.
2. The PM gathers sufficient information to analyze the proposal and potential solutions.
3. Analysis is distributed to the appropriate decision maker(s), if other than the PM.
4. A decision is made.
5. The decision and its impacts and/or actions are communicated to appropriate parties.
6. Change is documented in this document, held by Curriculum Development Manager.

11.0 Communications and Implementation Plan (CIP)

A Communications and Implementation Plan (CIP) will be developed to address needed emphasis for the PMBP Curriculum Initiative. A Team Leader will be charged with bringing together subject matter experts to develop the CIP. The completed CIP will be incorporated into the PMBP Curriculum Initiative Plan. The implementation of this project will be coordinated with other PMBP initiatives within the Corps. Completion for this CIP is TBD.

12.0 Integration Plan

A goal of the PMBP Curriculum Initiative is to integrate related organizational activities. Representatives from the P2 and the Corporate Business Process will be integrated into the PMBP Curriculum Initiative Project Delivery Team during the April 01 IPR. Details of the integration plan will be published in this Plan subsequent to the meeting.

13.0 Curriculum Maintenance Plan

A plan will be developed to address strategies for maintaining and updating curriculum content and the anticipated life cycle of the curriculum. Following the established processes of the Professional Development Support Center, evaluation data will be gathered from beta test feedback on the first two curriculum components and on-going user feedback provided on a course-by-course basis. The Project Delivery Team will use this feedback as:

- A resource for applying lessons learned to subsequent development endeavors within the project
- Input for a curriculum deliverable on lessons learned upon completion of the curriculum implementation

Prior to the completion of curriculum implementation, the Project Delivery Team will incorporate into the plan strategies for long-term maintenance and a determination of curriculum life cycle.

14.0 What Project Success Looks Like

It is anticipated that successful implementation of the PMBP curriculum initiative will produce the following outcomes:

- The curriculum will enhance each individual's learning and work experience in ways that lead to individual and organizational success
- The Corps changes the way it does business
- HR systems will reinforce the doctrine of the PMBP through services such as awards and formal recognition which reward the behaviors of an effective team environment
- The Corps experiences increasing positive recognition from our clients, sponsors and partners
- Improvements to project delivery are observed and include increased repeat customers and evidence of our ability to respond to continuously raised expectations.
- Team behaviors are exhibited in everything we do
- Middle management and senior leadership role model team behaviors and become involved in the PMBP business process
- Team members observe positive differences in getting their work done and report greater job satisfaction
- Each individual will have a clear and concise understanding of what our PMBP is, how it applies to them as an individual, and how they use that process daily in the performance of their assigned duties in contributing to client success
- Customers, partners, and user groups indicate their satisfaction with the cost, timeliness, and quality of products and/or services provided through the project

Curriculum Map for Self-Study and Small Group Discussion Guide Components



Note: SGD indicates where corresponding Small Group Discussion Guides will be developed.

**PMBP Curriculum Project
Work Breakdown Structure
Curriculum Overview**

**WBS
Level**

1

**PMBP Curriculum
Project**

2

Self-Study

**Formal
Training**

Communications

**Small
Group
Discussion**

**Mentoring
and
Coaching**

Implementation

3

**Curriculum
Introduction
and Why
PMBP?
\$179,733
5/31/01**

**Teams
and Me
\$157,358
7/23/01**

**Public
Service and
Me
\$137,524
7/13/01**

**The
Organization,
Teams,
and Me
\$126,054
9/19/01**

Estimated *cost* and
completion date is
included for each
course

**Quality and
the Project
Delivery Team
\$137,524
10/16/01**

**Working in the
PDT
\$122,408
11/30/01**

**Success, the
PDT, and Me
\$157,594
12/27/01**

**Success in the
PMBP
\$166,216
3/12/02**

PMBP Curriculum Project
Work Breakdown Structure
Curriculum Introduction and Course 1: Why PMBP?

WBS
Level

1

**PMBP Curriculum
Project**

2

**Curriculum
Introduction**

3

**Introduction
to the PMBP
Curriculum**

**Tour
Guide**

**Legal
Framework**

**The Chief's
Remarks**

Self-Study

**Small Group
Discussion**

Why PMBP?

4

**Module 1:
The Corps
Vision**

**Module 2:
PMBP Defined**

**Module 3:
Why PMBP
and Me?**

**Module 4:
So What?**

5

Phase
Cost
End Date

Design
\$37,817
10/1/00

Development
\$124,905
11/27/00

Delivery
\$17,011
5/31/01

- Draft Design Document
- Review Comments
- Revised Design Document
- Acceptance Document

- Draft Scripts and Content
- Review Comments
- Revised Draft Scripts and Content
- Acceptance Document
- Draft Video and Web Modules
- Review Comments
- Revised Video and Web Modules
- Acceptance Document

- Delivered CD ROM's
- Promoted Web Modules

6

Course 1: Why PMBP? Self-Study and Small Group Discussion Outline

You may be asking yourself, "Why PMBP?" And what is all this about anyway? Many questions come to mind when the Corps of Engineer's Project Management Business Process is considered. Many of the answers may bring new questions: where does PMBP fit into the overall Corps of Engineers picture, what exactly is PMBP, and how does it affect me? The following course - 'Why PMBP' - is divided into four primary modules to address these questions.

Module 1: The Corps Vision

New Realities
Changes in Our World
What's at Stake?
What Are We Doing About It?

Small Group Discussion Guide: The Corps Vision

Module 2: PMBP Defined

What is PMBP?
What We've Learned
Achievement Objectives
The USACE Business Process Regulation
How PMBP Supports the Corps Vision
How We Create the PMBP Team Culture

Small Group Discussion Guide: PMBP Defined

Module 3: Why PMBP and Me?

Multiple Contributors
The House Metaphor

Small Group Discussion Guide: Why PMBP and Me?

Module 4: So What?

What is the PMBP?
What's In It For You?
What Does Success Look Like?
What Can You Do Right Now?

Small Group Discussion questions recommended for Why PMBP?

- *Why does the Nation need the Corps?*
- *What's changed to motivate a different way of doing business within the Corps?*
- *Why did the Corps implement the PMBP as our way of doing business?*
- *What can my team(s) do to implement the PMBP? What can I do?*
- *What does the PMBP mean to you?*
- *How would you rate your organization's progress in adopting the Project Management Business Process? Give it a grade from A to F. Discuss why that grade is given.*
- *Given the goals of the PMBP as discussed in this module, what would a PMBP workplace culture be like?*
- *What are some ways to promote the PMBP culture? What stands in our way of achieving this culture?*
- *How does this house example relate to your experience with the PMBP?*
- *Where do you fit in the PMBP? What do you see as your role(s) on the team(s) you belong to?*

WBS
Level

1

2

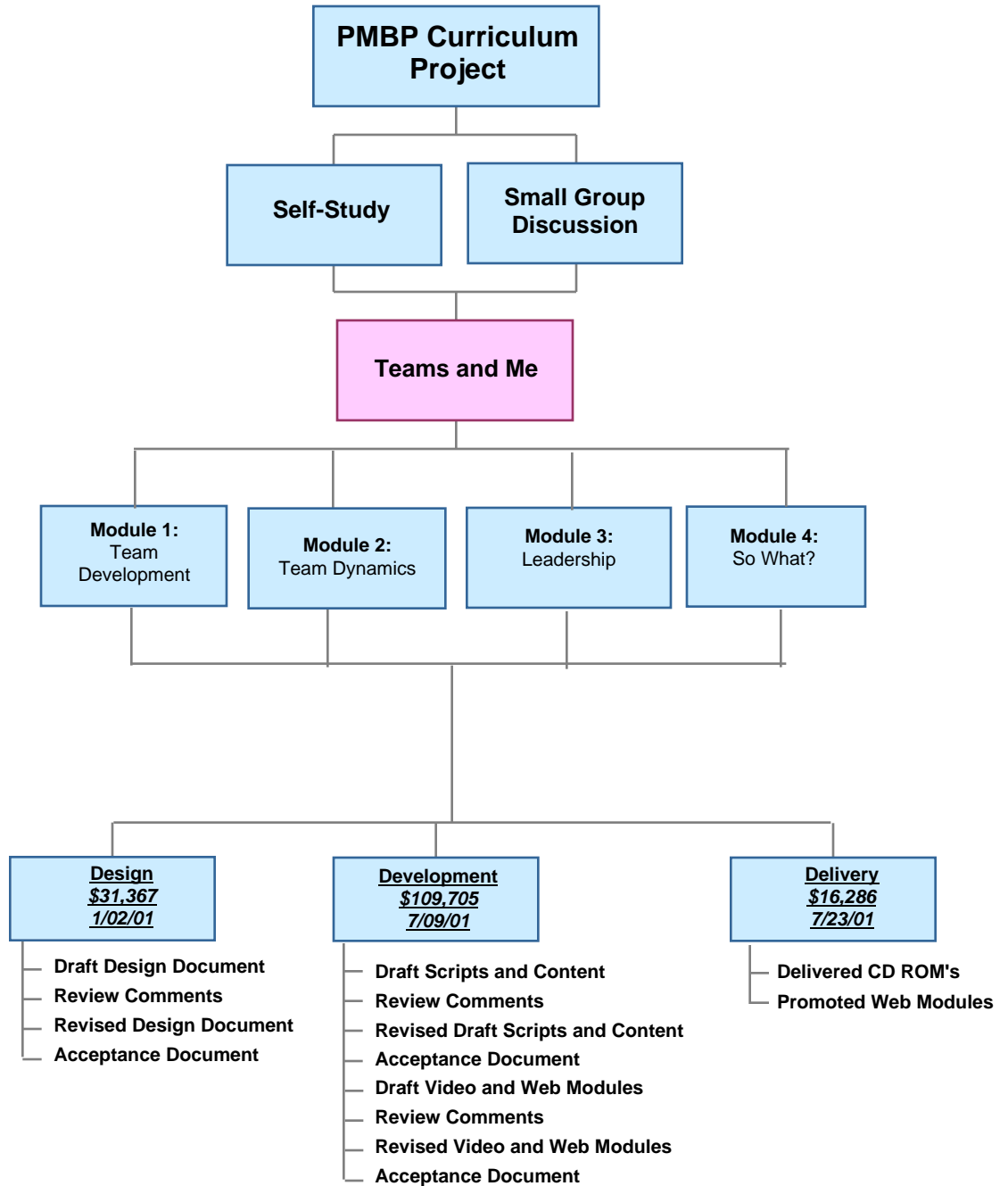
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4

5

6

PMBP Curriculum Project **Work Breakdown Structure** **Course 2: Teams and Me**



Course 2: *Teams and Me?* Self-Study and Small Group Discussion Outline

A strategic goal of the Corps is to function as teams to deliver projects and services. Effective teamwork is critical to today's Corps in providing excellence in service to the Army and the Nation. This course addresses the basic skills, capabilities, and requirements of successful teamwork.

Module 1: Team Development

What is a Team?

Building a Team

Team Dynamics

Small Group Discussion Guide: Team Development

Module 2: Team Maintenance

How Teams Function

Ways to Cultivate Team Relationships

Team Communications

Small Group Discussion Guide: Team Maintenance

Module 3: Leadership

Leading the Team

Leadership Skills and Capabilities

Leadership Styles

Small Group Discussion Guide: Leadership

Module 4: So What?

Understanding My Roles as a Team Member

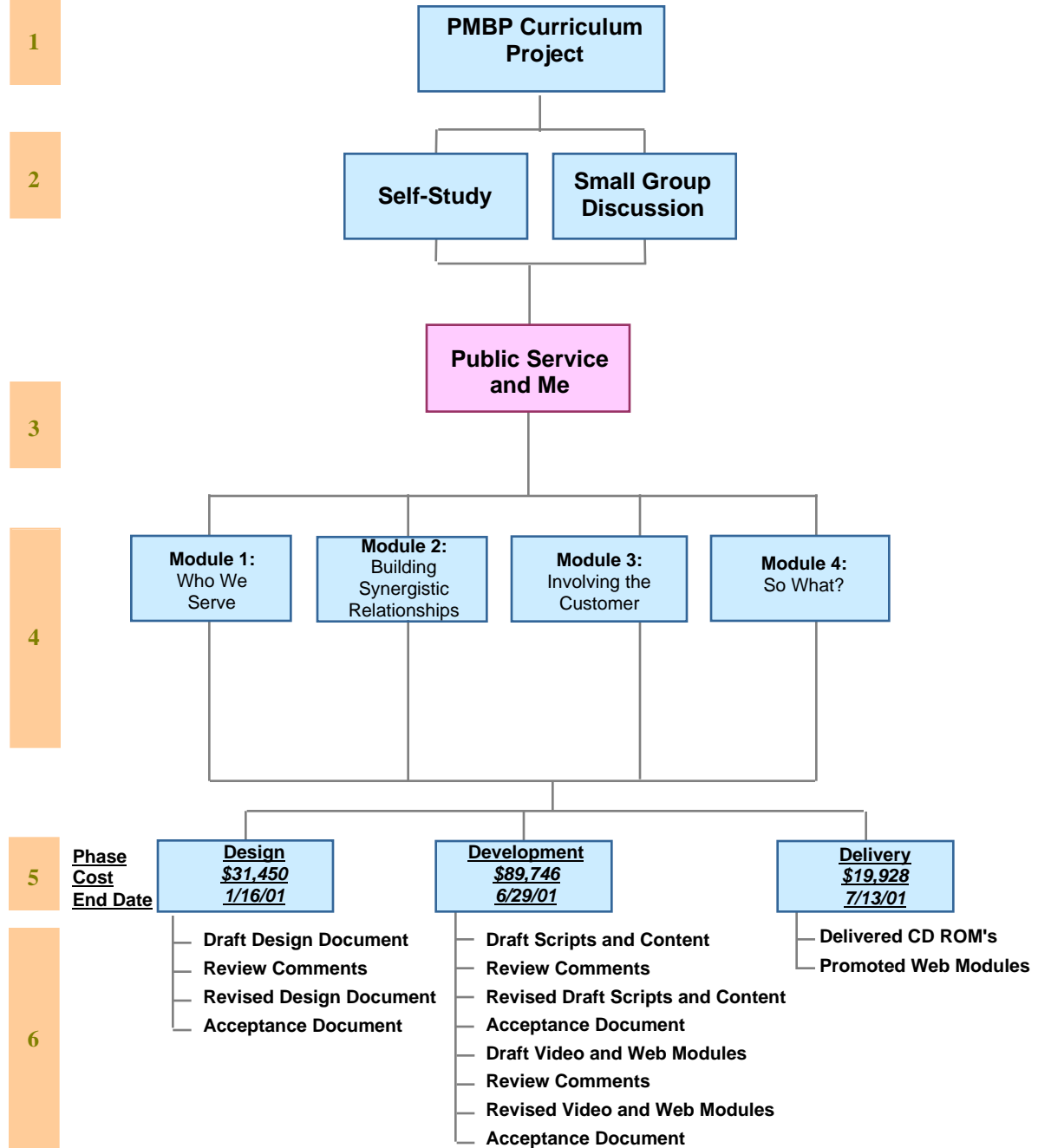
Working on Multiple Teams

Small Group Discussion questions recommended for *Teams and Me*

- *Describe your experience with team dynamics, either positive or negative.*
- *What is the most challenging experience you've had participating on a team?*
- *What are some ways your team could reward and recognize each other?*
- *What are you willing to contribute to team maintenance?*
- *How should conflict be resolved within the team? How do I participate in conflict resolution?*
- *What's the difference between team management and team leadership?*
- *Discuss your experience with team members performing the role of leader within your team.*
- *When do you see yourself taking a leadership role in projects?*

PMBP Curriculum Project
Work Breakdown Structure
 Course 3: Public Service and Me

WBS
Level



Course 3: *Public Service and Me?* Self-Study and Small Group Discussion Outline

Public Service and Me will serve to communicate the USACE philosophy toward public service through partnerships with stakeholders and customers. By the end of this course you will be familiar with the knowledge and skills necessary to create and maintain excellence, integrity and credibility in your service to the Army and the Nation.

Module 1: Who We Serve

Identifying Stakeholders

The Relevancy of Corps Service to the Nation

Small Group Discussion Guide: Who We Serve

Module 2: Building Synergistic Relationships

What is a Synergistic Relationship?

Why Build Synergistic Relationships

How Do You Build Synergistic Relationships?

Small Group Discussion Guide: Building Synergistic Relationships

Module 3: Involving the Customer

The Customer as the Source of Project Requirements

The Customer as a Member of the PDT

Small Group Discussion Guide: Involving the Customer

Module 4: So What?

Key learning points reinforced

How did you serve today? How did you make a difference? What did you do today to enhance service to your stakeholders and the public?

Small Group Discussion questions recommended for *Teams and Me*

- *Consider one of your projects. Make a list of all the stakeholders.*
- *What are the consequences of not involving all the stakeholders?*
- *Talk about a project where stakeholders weren't involved (to the right degree or at the right time). What are the lessons learned?*
- *How do you build synergistic relationships?*
- *Describe experiences you've had with synergistic relationships. Highlight lessons learned and describe how synergy contributed to the relationship.*
- *Describe a positive experience you've had as a result of soliciting a customer's expectations.*
- *Describe an experience when you had to differentiate between customer wants and needs.*
- *Describe how you get your customers involved in your process.*
- *How have you used your technical talents to help the customer shape or develop project scope?*

PMBP Curriculum Project
Work Breakdown Structure
 Course 4: The Organization, Teams, and Me

WBS
Level

1

2

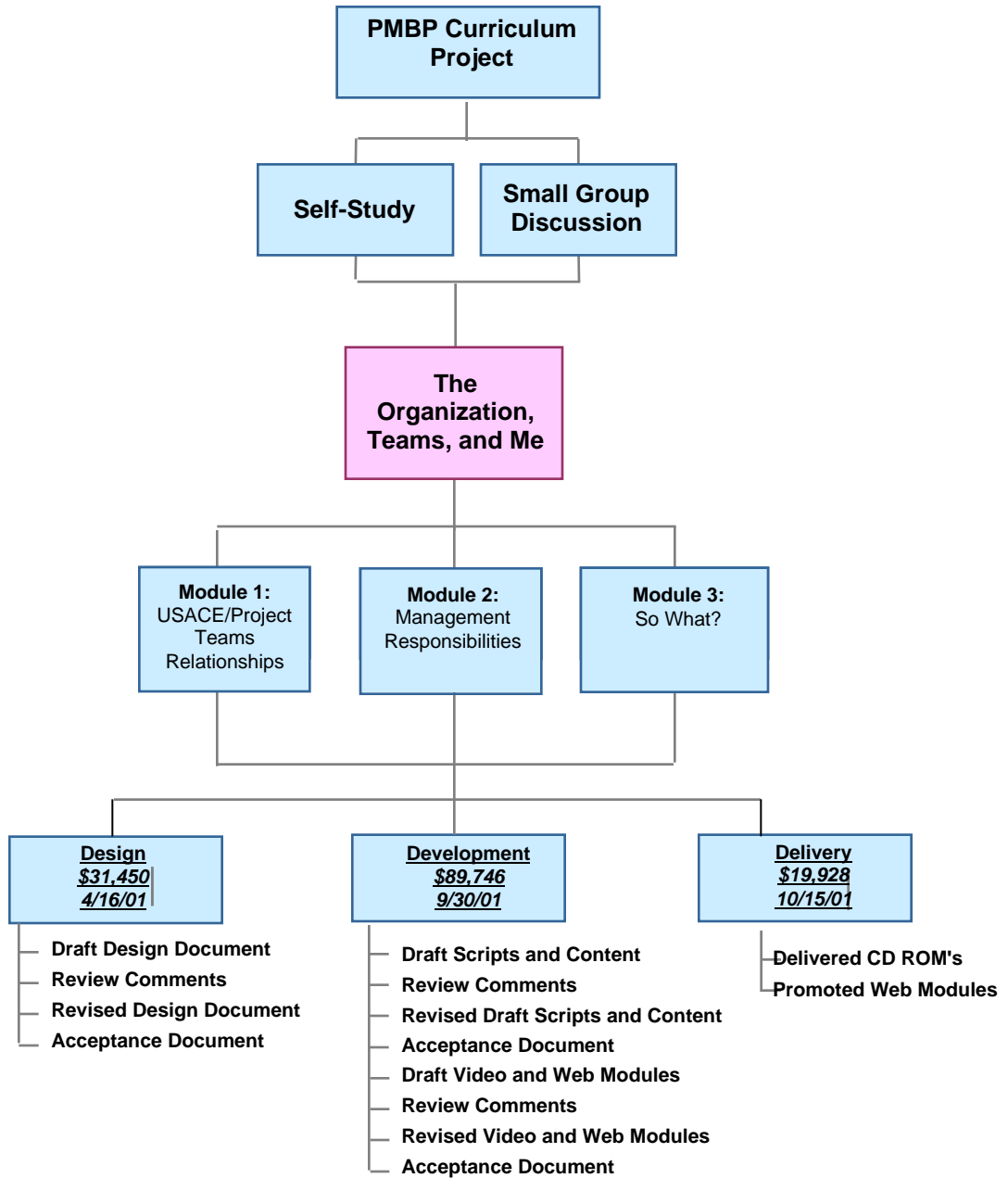
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4

5

Phase
Cost
End Date

6



**PMBP Curriculum Project
Work Breakdown Structure
Course 5: Quality and the Project Delivery Team**

**WBS
Level**

1

**PMBP Curriculum
Project**

2

Self-Study

**Small Group
Discussion**

3

**Quality and the
Project Delivery Team**

4

**Module 1:
The Essence of
the PDT**

**Module 2: Building
Quality Through
PDT Success**

**Module 3:
So What?**

5

**Phase
Cost
End Date**

Design
\$31,450
4/10/01

Development
\$89,746
10/01/01

Delivery
\$16,328
10/15/01

- Draft Design Document
- Review Comments
- Revised Design Document
- Acceptance Document

- Draft Scripts and Content
- Review Comments
- Revised Draft Scripts and Content
- Acceptance Document
- Draft Video and Web Modules
- Review Comments
- Revised Video and Web Modules
- Acceptance Document

- Delivered CD ROM's
- Promoted Web Modules

6

WBS
Level

1

2

3

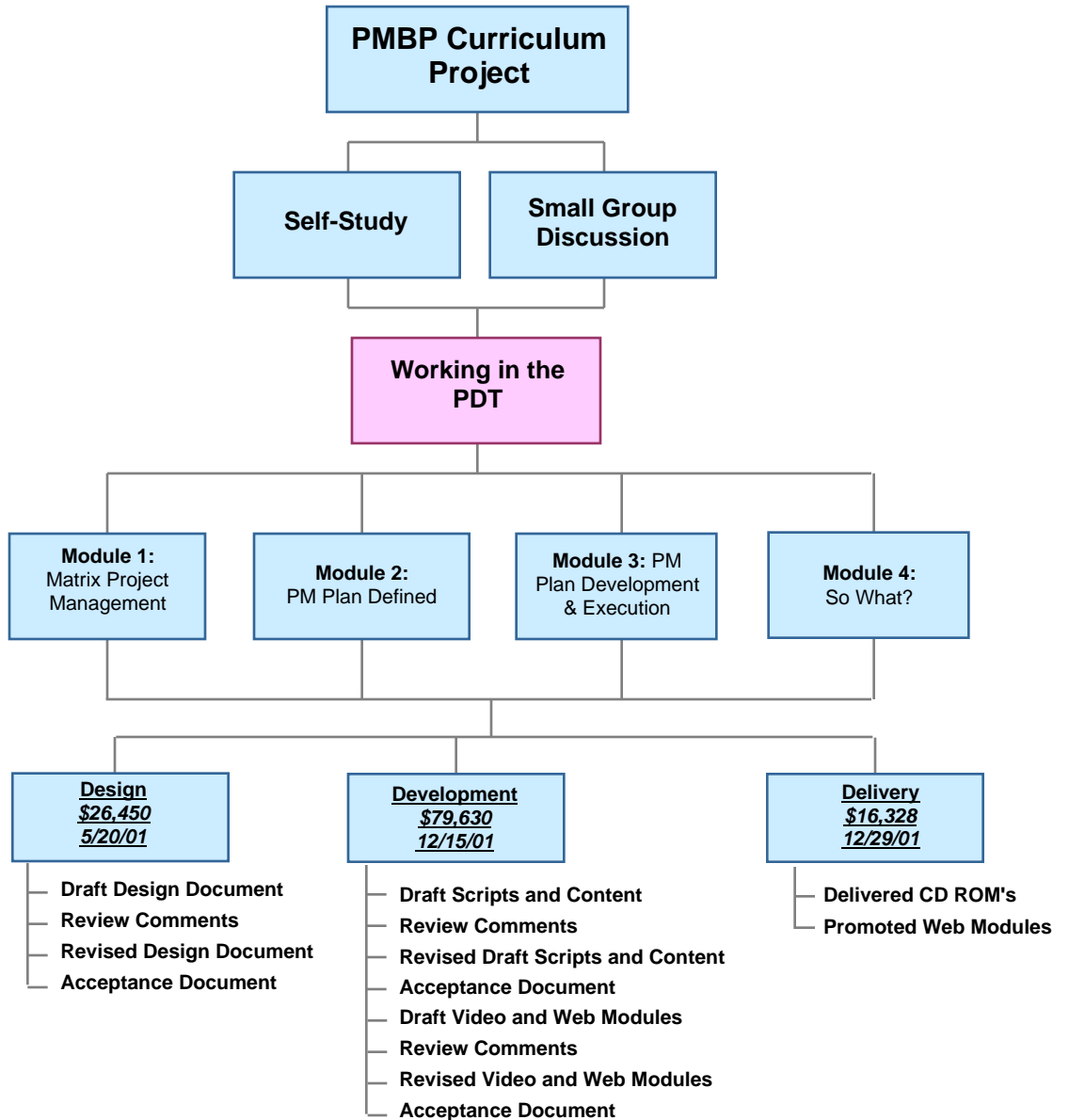
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5

6

Phase
Cost
End Date

PMBP Curriculum Project Work Breakdown Structure Course 6: Working in the PDT



**PMBP Curriculum Project
Work Breakdown Structure
Course 7: Success, the PDT, and Me**

**WBS
Level**

1

**PMBP Curriculum
Project**

2

Self-Study

**Small Group
Discussion**

3

**Success, the PDT,
and Me**

4

**Module 1: Desired
Capabilities in the
PDT**

**Module 2: Developing
PDT Capabilities**

**Module 3:
So What?**

5

**Phase
Cost
End Date**

Design
\$31,450
6/5/01

Development
\$109,816
12/15/01

Delivery
\$16,328
12/29/01

6

- Draft Design Document
- Review Comments
- Revised Design Document
- Acceptance Document

- Draft Scripts and Content
- Review Comments
- Revised Draft Scripts and Content
- Acceptance Document
- Draft Video and Web Modules
- Review Comments
- Revised Video and Web Modules
- Acceptance Document

- Delivered CD ROM's
- Promoted Web Modules

**PMBP Curriculum Project
Work Breakdown Structure
Course 8: Success in the PMBP**

**WBS
Level**

1

**PMBP Curriculum
Project**

2

Self-Study

**Small Group
Discussion**

3

Success in the PMBP

4

**Module 1:
Roles and
Responsibilities**

**Module 2:
Organizational
Implications for
Reinforcing
Success**

**Module 3:
So What?**

5

**Phase
Cost
End Date**

**Design
\$33,138
8/20/01**

**Development
\$115,906
2/20/02**

**Delivery
\$17,172
3/10/02**

6

- Draft Design Document
- Review Comments
- Revised Design Document
- Acceptance Document

- Draft Scripts and Content
- Review Comments
- Revised Draft Scripts and Content
- Acceptance Document
- Draft Video and Web Modules
- Review Comments
- Revised Video and Web Modules
- Acceptance Document

- Delivered CD ROM's
- Promoted Web Modules

PMBP Curriculum Project Work Breakdown Structure Mentoring and Coaching

WBS
Level

1

2

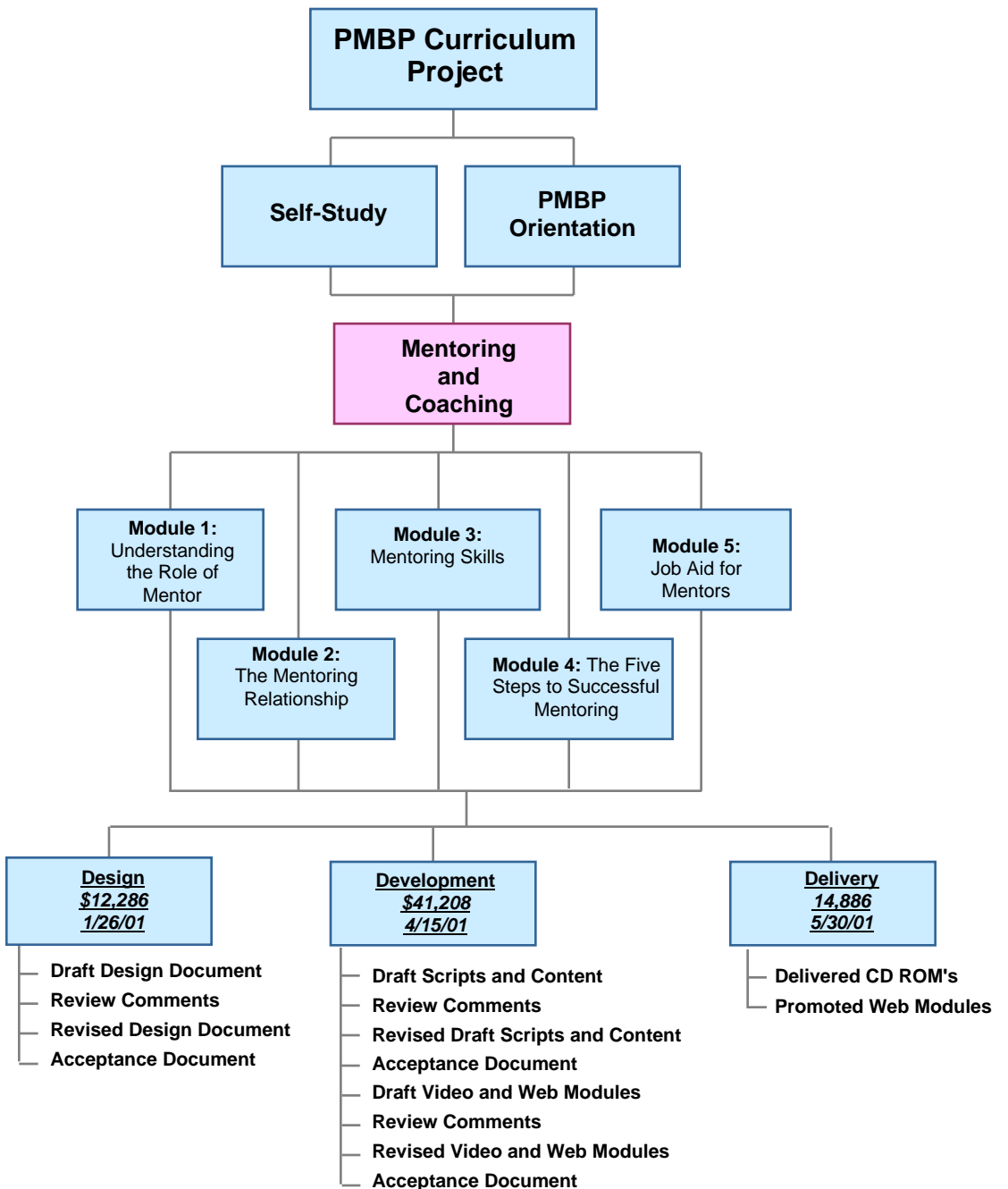
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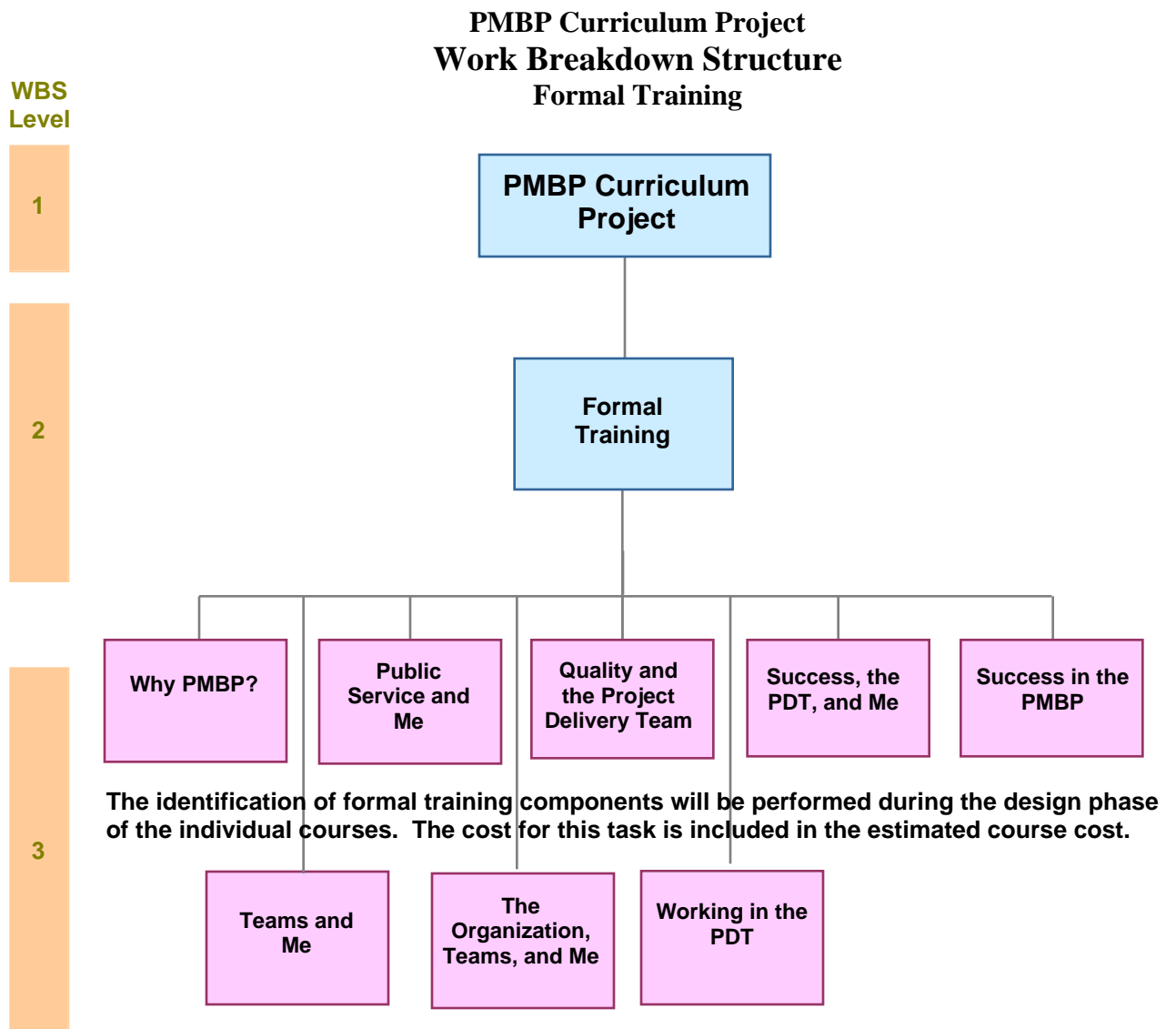
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5

6

Phase
Cost
End Date





PMBP Curriculum Initiative

Project Delivery Team Roles and Responsibilities

The Project Delivery Team is composed of members bringing diverse experience to represent the Corps population. As a team, members serve to perform the following functions:

- Design the PMBP curriculum
- Design, review, and approve all curriculum components
- Review Beta Test comments and participate in the revision process
- Maintain integrity and cross-functional representation of content
- Participate in the mentoring of selected Facilitators for curriculum implementation
- Ensure curriculum content meets current PMBP requirements
- Aid in a successful implementation of the PMBP curriculum

Team members fulfill the following roles and specific responsibilities during the design, development, and delivery of the PMBP Curriculum components.

Project Manager. The Project Manager assumes the responsibilities required to provide excellent service to the project's clients, sponsors, and partners, as well as to ensure the commitments of the Project Management Plan. The Project Manager:

- Serves as the primary point of contact to the project's clients, sponsors, and partners
- Assists in early identification and resolution of problems
- Identifies where additional talent and effort may be required to meet the commitments of the PMP
- Evaluates work and assesses performance
- Provides clients, sponsors, and partners with project updates
- Approve changes within project resource requirements defined in the PMP
- Empowers team members and ensures an atmosphere of leadership
- Coordinate with relevant organizational groups
- Provides feedback to the PDT about related organizational activities
- Delivers briefings and presentations about the PMBP curriculum and related topics upon request

Curriculum Development Manager. The Curriculum Development Manager is assigned with the responsibility of coordinating the design, development, and delivery tasks of curriculum deliverables. The Curriculum Development Manager is responsible for:

- Facilitating the curriculum design
- Recommending appropriate delivery methods for curriculum content
- Coordinating the development of all curriculum components
- Maintaining the overall delivery schedule for curriculum components
- Perform the tasks of Program Analyst
- Enlisting, coordinating, and managing contract personnel
- Coordinating Project Delivery Team meetings

PDSC Course Manager. The PDSC Course Manager has the overall responsibility for the development of a specific learning event and providing direction to the Contractor Training Coordinators. Responsibilities include:

- Communicating schedule timelines, identifying schedule issues, and establishing resolution
- Monitoring follow-up actions if schedules are not met
- Reporting status to Project Delivery Team members
- Coordinating communications among Project Delivery Team Members
- Participating in review of product deliverables
- Attending Project Delivery Team meetings
- Compiling and delivering briefings about the progress and results of the project using program evaluation information

Training Coordinator/Multi-Media Producer. The Training Coordinator or Multi-Media Producer is the Contractor representative responsible for coordination of the design, development, and production of training courses. The Training Coordinator or Multi-Media Producer may also serve as the **content developer** or may assign another individual to perform this task. Responsibilities include:

- Working with Subject Matter Experts to define the purpose and description of the training, the target audience, the objectives to be achieved by the end of the training, and key topic areas to be addressed in the training
- Working with Subject Matter Experts to design learning events and identify appropriate delivery methods
- Developing learning events from USACE-provided source material that achieve learning objectives and meet sound instructional design standards
- Incorporating revisions from learning event reviews
- Coordinating in-house activities related to product development
- Providing weekly status reports to the Curriculum Development Manager
- Communicating scheduling issues to the Course Manager
- Meeting project timelines
- Attending Project Delivery Team meetings

Subject Matter Experts (SME), designated at the initiation of the training development process, are responsible for ensuring that a quality product is developed and delivered for use by the USACE personnel within the timeframe specified in the Project Management Plan. There are two types of SME: **SME Team Leader** and **SME Team Member**.

A **SME Team Leader** is mandatory. The SME Team Leader performs four essential roles: 1) acting as the primary point of contact for the PDSC Course Manager and Contractor Training Coordinator during the design and development process, 2) ensuring that accurate content is available to be used to develop quality training, 3) meeting project timelines, and 4) accepting training material on behalf of USACE. **SME Team Member(s)**, working with the SME Team Leader, are additional sources of expertise involved in the generation of content and/or review of training products. The SME Team Leader determines and designates the number of SME Team Members required to provide expertise.

Responsibilities of the SME Team Leader

The SME Team Leader is the primary point of contact with the PDSC Course Manager, Training Coordinator, and Multi-Media Producer. The SME Team Leader is responsible for the following:

- Ensuring content integrity throughout the development and review process
- Assuming coordination of the training development process with the PDSC Course Manager
- Ensuring project timelines are met
- Working directly with the Training Coordinator and/or content developer to define the purpose and description of the training, the target audience, the objectives to be achieved by the end of the training, and key topic areas to be addressed in the training
- Signing acceptance forms for approved Module Design Document and training module content
- Providing the Training Coordinator with sufficient content, specific reference material, or marked source material to achieve the objectives and support the key topic areas
- Receiving, reviewing, and consolidating any training material input from SME Team Members and sending it to the Training Coordinator
- Distributing material from the Training Coordinator to the SME Team Members
- Coordinating any teleconferences on module subject matter review (one to three are recommended) between appropriate parties, internally and externally
- Consolidating all content and module review comments from the SME Team Members
- Ensuring that the review schedules are met

Responsibilities of the SME Team Member

SME Team Members support the SME Team Leaders and serve to represent the various MSCs in the development of curriculum content. Their responsibilities include:

- Providing input to contractors
- Attending curriculum development meetings
- Identifying resources as requested to support curriculum development
- Review and accept course content
- Review and accept CD and Web products
- Participate in Beta Testing
- Acting as advocates for the PMBP cultural change
- Assisting other SMEs in accomplishing task
- Communicating task status to the Lead SME
- Taking ownership of their part of the project and the project itself
- Coordinating work efforts and products
- Ensuring that review schedules are met

Level of effort

The graph on the following page describes the percentage of work time per week an SME can anticipate contributing throughout the course development process.

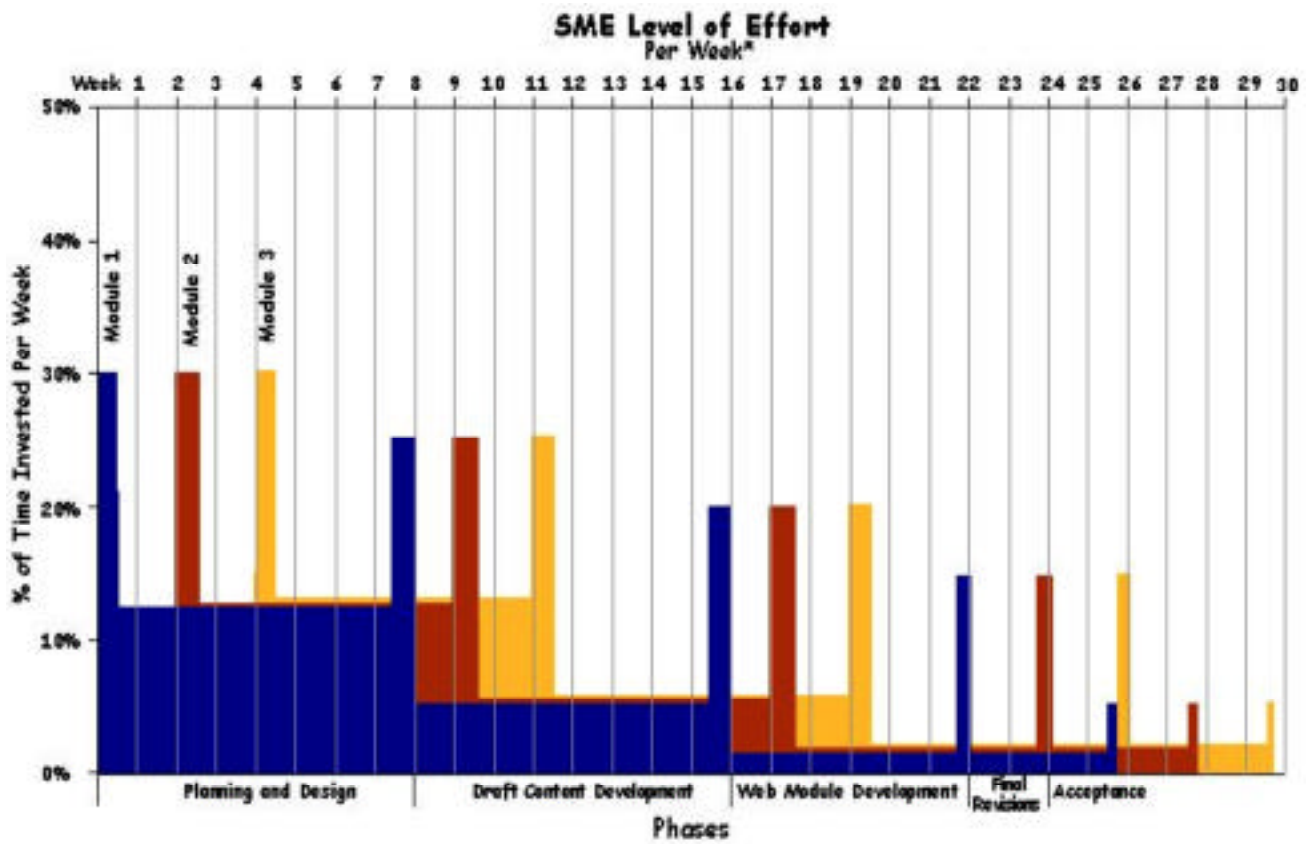
Customer and Clients. The customer and clients are those senior leaders who authorize and endorse the project and evaluate its worthiness, prior to general fielding of the curriculum. They serve as the proponents for the project.

The **customer** for the curriculum is the Director of Human Resources at Headquarters, USACE. Her responsibilities are:

- Overall design and delivery of the PMBP curriculum
- Serving as project advocate
- Justifying and securing sufficient funding to accomplish the objectives of the project
- Final evaluation of the worthiness of the products accomplished as a result of the project

The **clients** include the Chiefs of the Programs Management Divisions in the Directorates of Civil Works and Military Programs and their designated representatives. Responsibilities include:

- Communicating the overall purpose and goals of the PMBP, its intended use, and the scope of the project
- Coordinating with senior leaders about issues related to project success
- Product endorsements
- Direction and communication through the appropriate chain-of-command to field elements regarding implementation of the PMBP curriculum



PMBP Responsibility Assignment Matrix Project Delivery Team Members

The Project Delivery Team, as described below, will remain intact and function throughout the PMBP Curriculum Project.

Role and Name	Responsibility		
	Create and Maintain Project Management Plan	Curriculum Design	Curriculum Development and Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Donna Gravette Judy Armstrong			X
Lead SMEs			
Karen Northup	X	X	X
Bill Augustine	X	X	X
Gerald Barnes	X	X	X
Bill Brasse	X	X	X
Deborah Duncan	X	X	X
Fernando Coriano	X	X	X
Margaret Tindal-Fisher	X	X	X
Jim Sherman	X	X	X
Rob Mullins	X	X	X
John Saia	X	X	X
John Tsingos	X	X	X
CBP Representative	X	X	X
P2 Representative	X	X	X
CD Development – Contractor - TMI			
Don Ray, Program Manager			X
Jim King, Multi-Media Producer			X
Web Development – Contractor - TRW			
Barb Parks, Training Coordinator			X

**PMBP Responsibility Assignment Matrix
Introduction and Course 1: Why PMBP?**

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Donna Gravette	X	X	X
Lead SME			
Karen Northup	X	X	X
SME Team Members			
Bill Augustine	X	X	X
Gerald Barnes	X	X	X
Bill Brasse	X	X	X
Karen Northup	X	X	X
Donna Ayers	X	X	X
Fernando Coriano	X	X	X
Margaret Tindal-Fisher	X	X	X
Rob Mullins	X	X	X
John Saia	X	X	X
John Tsingos	X	X	X
Jim Sherman	X	X	X
CD Development - TMI			
Don Ray, Program Manager	X	X	X
Jim King, Multi-Media Producer	X	X	X
Colleen Osteen, Multi-Media Producer	X	X	X
Web Development - TRW			
Barb Parks, Training Coordinator	X	X	X

**PMBP Responsibility Assignment Matrix
Course 2: Teams and Me**

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Donna Gravette	X	X	X
Lead SMEs			
Fernando Coriano, John Tsingos	X	X	X
SME Team Members			
Teresa Kincaid	X	X	X
John Maciejewski	X	X	X
PDT Members			
Bill Augustine	X		X
Gerald Barnes	X		X
Bill Brasse	X		X
Karen Northup	X		X
Deborah Duncan	X		X
Fernando Coriano	X	X	X
Margaret Tindal-Fisher	X		X
Rob Mullins	X		X
John Saia	X		X
John Tsingos	X	X	X
Jim Sherman	X		X
CD Development – Contractor - TMI			
Don Ray, Program Manager	X	X	X
Colleen Osteen, Multi-Media Producer	X	X	X
Web Development - Contractor - TRW			
Barb Parks, Training Coordinator	X	X	X

**PMBP Responsibility Assignment Matrix
Course 3: Public Service and Me**

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Judy Armstrong	X	X	X
Lead SME			
Rob Mullins	X	X	X
SME Team Members			
Deborah Duncan	X	X	X
Garry Gerlach	X	X	X
PDT Members			
Bill Augustine	X		X
Gerald Barnes	X		X
Karen Northup	X		X
Fernando Coriano	X		X
Margaret Tindal-Fisher	X		X
Deborah Duncan	X	X	X
Rob Mullins	X	X	X
John Saia	X		X
John Tsingos	X		X
Jim Sherman	X		X
CD Development – Contractor - TMI			
Don Ray, Program Manager	X	X	X
Jim King, Multi-Media Producer	X	X	X
Web Development - Contractor - TRW			
Barb Parks, Training Coordinator	X	X	X

**PMBP Responsibility Assignment Matrix
Course 4: The Organization, Teams, and Me**

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Judy Armstrong	X	X	X
Lead SME			
Bill Brasse	X	X	X
SME Team Members			
TBD	X	X	X
TBD	X	X	X
PDT Members			
Bill Augustine	X		X
Gerald Barnes	X		X
Karen Northup	X		X
Fernando Coriano	X		X
Deborah Duncan	X		X
Margaret Tindal-Fisher	X		X
Bill Brasse	X	X	X
Rob Mullins	X		X
John Saia	X		X
John Tsingos	X		X
Jim Sherman	X		X
CBP Representative	X		X
P2 Representative	X		X
CD Development – Contractor - TMI			
Don Ray, Program Manager	X	X	X
Colleen Osteen, Multi-Media Producer	X	X	X
Web Development - Contractor - TRW			
David Thomas, Program Manager	X	X	X
Barb Parks, Training Coordinator	X	X	X

PMBP Responsibility Assignment Matrix
Course 5: Quality and the Project Delivery Team

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Donna Gravette	X	X	X
Lead SME			
Gerald Barnes	X	X	X
SME Team Members			
TBD	X	X	X
TBD	X	X	X
PDT Members			
Bill Augustine	X		X
Gerald Barnes	X	X	X
Bill Brasse	X		X
Karen Northup	X		X
Fernando Coriano	X		X
Deborah Duncan	X		X
Margaret Tindal-Fisher	X		X
Rob Mullins	X		X
John Saia	X		X
John Tsingos	X		X
Jim Sherman	X		X
CBP Representative	X		X
P2 Representative	X		X
CD Development – Contractor - TMI			
Don Ray, Program Manager	X	X	X
Jim King, Multi-Media Producer	X	X	X
Web Development - Contractor - TRW			
Linda Faulkner, Course Developer	X	X	X
Barb Parks, Training Coordinator	X	X	X

**PMBP Responsibility Assignment Matrix
Courses 6: Working in the PDT**

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Judy Armstrong	X	X	X
Lead SMEs			
John Saia, Jim Sherman	X	X	X
SME Team Members			
TBD	X	X	X
TBD	X	X	X
PDT Members			
Bill Augustine	X		X
Gerald Barnes	X		X
Bill Brasse	X		X
Karen Northup	X		X
Fernando Coriano	X		X
Deborah Duncan	X		X
Margaret Tindal-Fisher	X		X
Rob Mullins	X		X
John Tsingos	X		X
Jim Sherman	X	X	X
CBP Representative	X		X
P2 Representative	X		X
CD Development – Contractor - TMI			
Don Ray, Program Manager	X	X	X
Colleen Osteen, Multi-Media Producer	X	X	X
Web Development - Contractor - TRW			
Barb Parks, Training Coordinator	X	X	X

**PMBP Responsibility Assignment Matrix
Course 7: Success, the PDT, and Me**

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Donna Gravette	X	X	X
Lead SMEs			
Margaret Tindal-Fisher, Karen Northup, Fran Nurthen	X	X	X
SME Team Members			
TBD	X	X	X
TBD	X	X	X
PDT Members			
Bill Augustine	X		X
Gerald Barnes	X		X
Karen Northup	X	X	X
Margaret Tindal-Fisher	X	X	X
Deborah Duncan	X		X
Fernando Coriano	X		X
Rob Mullins	X		X
Bill Brasse	X		X
John Saia	X		X
John Tsingos	X		X
Jim Sherman	X		X
CBP Representative	X		X
P2 Representative	X		X
CD Development – Contractor - TMI			
Don Ray, Program Manager	X	X	X
Jim King, Multi-Media Producer	X	X	X
Web Development - Contractor - TRW			
Barb Parks, Training Coordinator	X	X	X

PMBP Responsibility Assignment Matrix
Course 8: Success in the PMBP

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD	X	X	X
Curriculum Development Manager			
John Bramblett	X	X	X
PDSC Course Managers			
Judy Armstrong	X	X	X
Lead SME			
TBD	X	X	X
SME Team Members			
TBD	X	X	X
TBD	X	X	X
PDT Members			
Bill Augustine	X		X
Gerald Barnes	X		X
Karen Northup	X		X
Fernando Coriano	X		X
Rob Mullins	X		X
Margaret Tindal-Fisher	X		X
Bill Brasse	X		X
John Saia	X		X
John Tsingos	X		X
Jim Sherman	X		X
CBP Representative	X		X
P2 Representative	X		X
CD Development – Contractor - TMI			
Don Ray, Program Manager	X	X	X
Colleen Osteen, Multi-Media Producer	X	X	X
Web Development - Contractor - TRW			
Barb Parks, Training Coordinator	X	X	X

**PMBP Responsibility Assignment Matrix
Mentoring and Coaching**

Role and Name	Responsibility		
	Design	Development	Delivery
Project Manager			
TBD			X
Curriculum Development Manager			
John Bramblett	X		X
PDSC Course Managers			
Donna Gravette	X		X
Lead SME			
John Bramblett	X		X
PDT Members			
Bill Augustine			X
Gerald Barnes			X
Karen Northup			X
Fernando Coriano			X
Deborah Duncan			X
Margaret Tindal-Fisher			X
Rob Mullins			X
Bill Brasse			X
John Saia			X
John Tsingos			X
Jim Sherman			X
Web Development - Contractor - TRW			
Barb Parks, Training Coordinator	X	X	X

**PMBP Curriculum Initiative
Project Schedule Overview
Self-Study and Small Group Discussion Components**

Task Name	2001												2002											
		M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M
Start Project	◆																							
Concept Meeting with SME's, PDSC, TMI and TRW																								
Create, Review & Approve Project Management Plan																								
Overview, Intro and Tour Guide																								
Course Number 1 - Why PMBP?																								
Course Number 2 - Teams and Me																								
Course Number 3 - Public Service and Me																								
Course Number 4 - The Organization, Teams, and Me																								
Course Number 5 - Quality and the Project Delivery Team																								
Course Number 6 - Working in the PDT																								
Course Number 7 - Success, the PDT, and Me																								
Course Number 8 - Success in the PMBP																								
Communication Plan & Implementation Plan																								
Facilitator Training																								
Mentoring and Coaching																								
Integration Plan																								

**PMBP Curriculum Initiative
Project Schedule for
the *PMBP Curriculum Introduction* and *Why PMBP?*
Self-Study and Small Group Discussion Components**

[illegible]

PMBP Curriculum Initiative
Project Schedule for
Teams and Me
Self-Study and Small Group Discussion Components

[illegible]

PMBP Curriculum Initiative
Project Schedule for
Public Service and Me
Self-Study and Small Group Discussion Components

[illegible]

PMBP Curriculum Initiative
Project Schedule for
The Organization, Teams, and Me
Self-Study and Small Group Discussion Components

[illegible]

PMBP Curriculum Initiative
Project Schedule for
Quality and the Project Delivery Team
Self-Study and Small Group Discussion Components

Task Name		3/01	4/01	5/01	6/01	7/01	8/01	9/01	10/01	11/01	12/01
Start Course Number 5		◆									
Govt Approval of Design Document			◆								
Govt Approval of Script (FR) Draft Course Content (TRW)					◆						
Production Meeting (FR, TRW)					◆						
Video/Web Module Review (PDSC, SMEs)							◆				
Final Review/Approval of Program (PDSC)									◆		
Distribution (FR)										◆	

PMBP Curriculum Initiative
Project Schedule for
Working in the PDT
Self-Study and Small Group Discussion Components

[illegible]

PMBP Curriculum Initiative
Project Schedule for
Success, the PDT, and Me
Self-Study and Small Group Discussion Components

[illegible]

PMBP Curriculum Initiative
Project Schedule for
Success in the PMBP
Self-Study and Small Group Discussion Components

[illegible]